Enhancing a smooth interface for primary students at different key stages in English language learning

Language Learning Support Section (LLSS), EDB

Date: 14 March 2019 (Thursday)

Time: 2:00 - 5:00 pm

TODAY'S OBJECTIVES:

a) How can the **vertical continuity** of the school curriculum be strengthened so as to enable students to **progress smoothly to the next stage of learning** ?

b) What **learning and teaching strategies can be adopted** inside and outside the classroom to **cater for students' linguistic, cognitive and affective needs** at different stages of learning ?
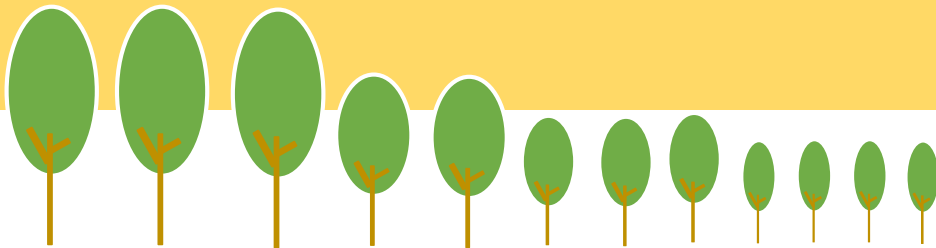
What is interface?
Transition between various key stages

KS1 → KS2 → KS 3 → KS 4

kindergarten

Primary

Secondary
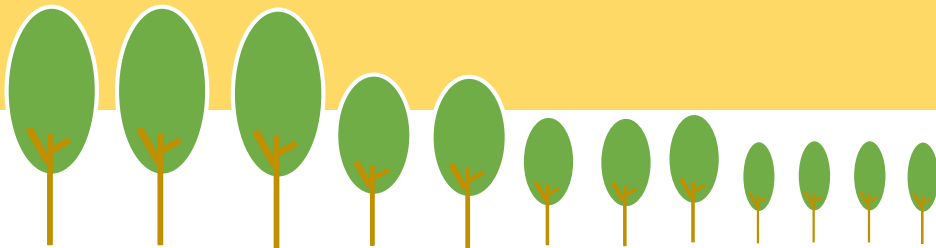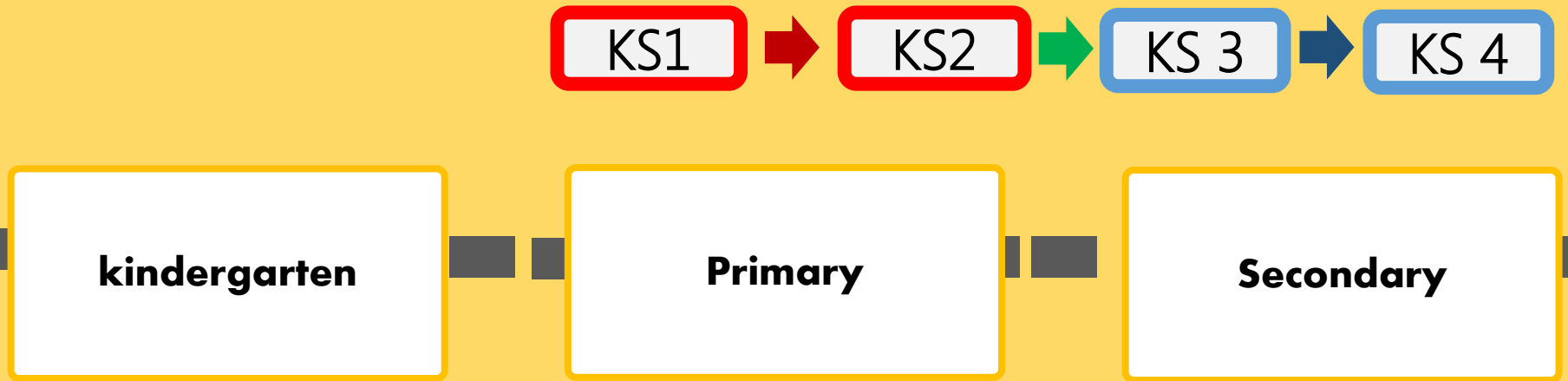
A smooth interface ensures:
1. curriculum continuity
2. progression in student learning

KS1 ➡ KS2 ➡ KS 3 ➡ KS 4

kindergarten   **Primary**   **Secondary**
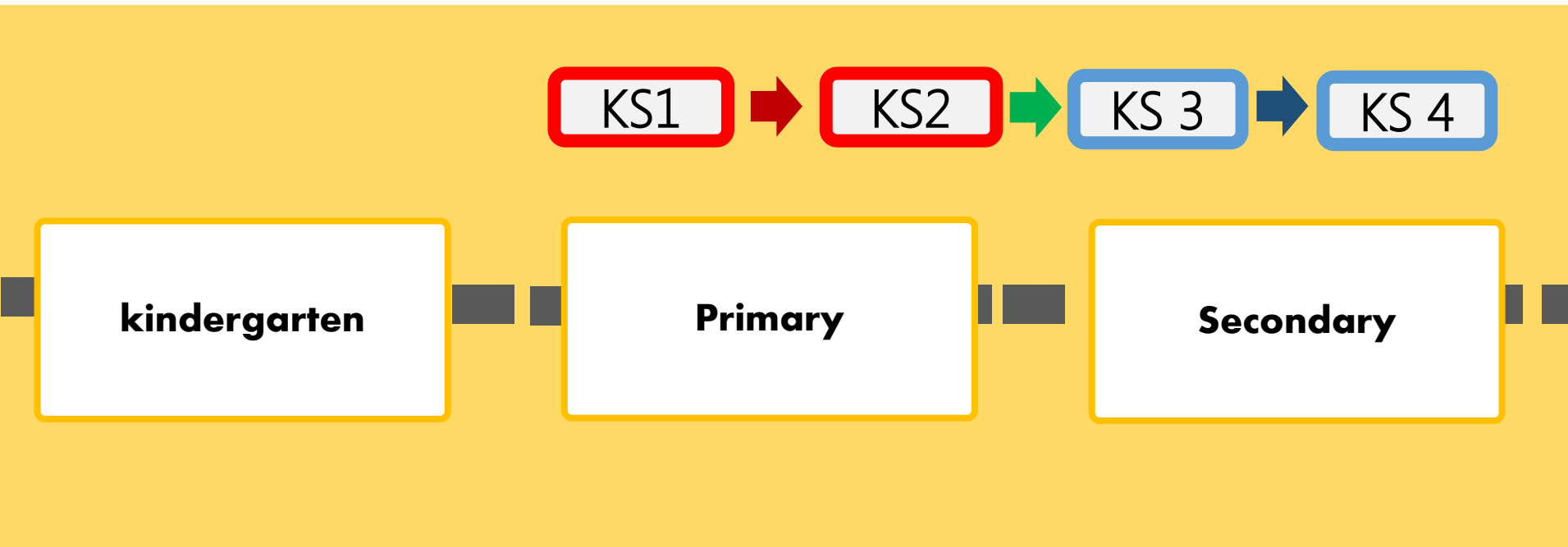
A progression of language learning through various key stages

KG
- Learn through multisensory materials
- Expose to pleasure and fun activities

More structured learning

KS1
- Engage in interesting and meaningful activities
- Learn language skills systematically

More emphasis on the authentic use of language

KS2
- Use language in authentic communication in an integrative manner
- Engage in meaningful and purposeful interaction
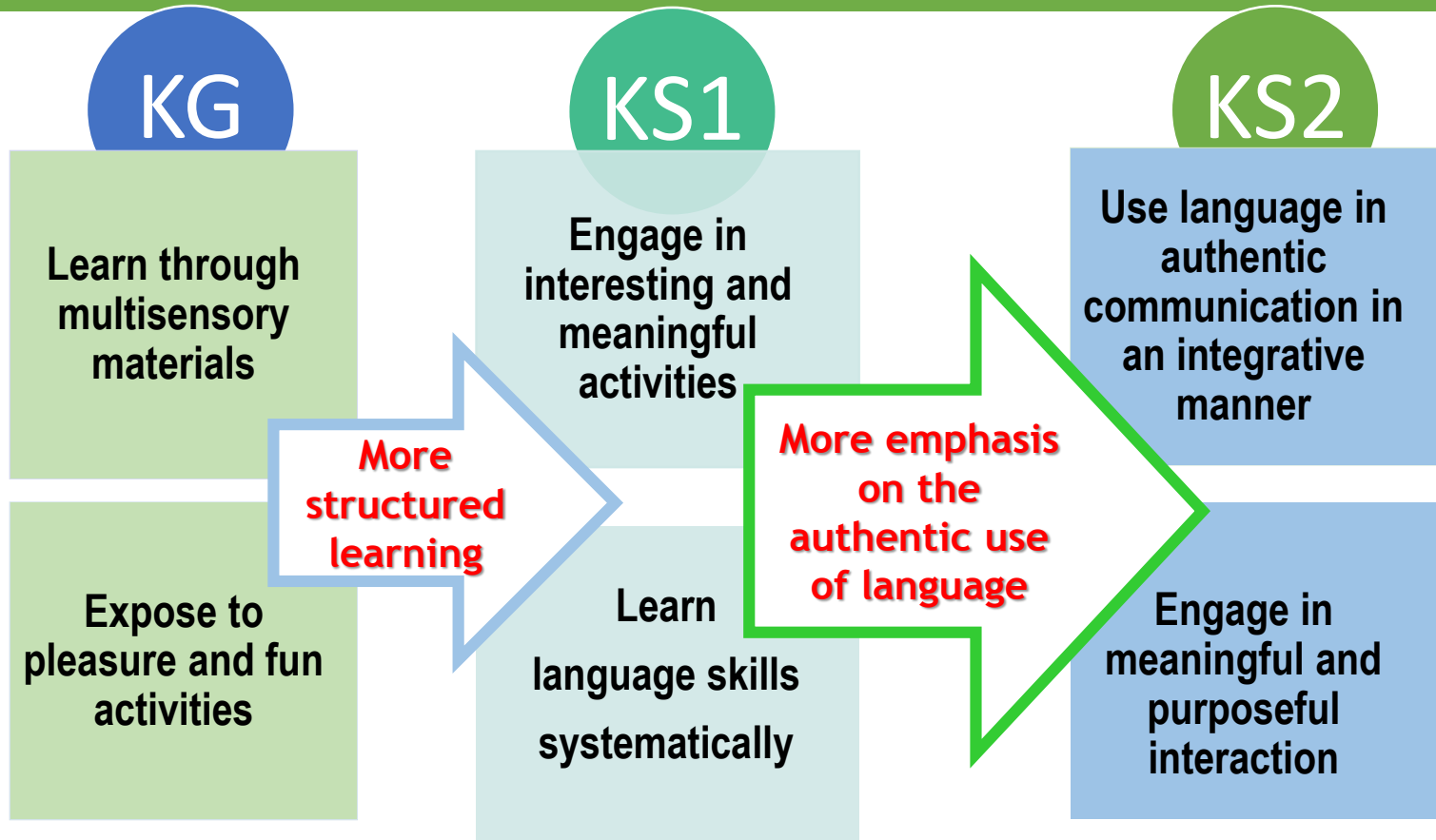
Issues and strategies

Interface	Kindergarten to Key Stage 1

Issues & Challenges

Affective needs

- Anxiety in new environment
- More structured daily school routine
- Longer school hours
- New learning modes, e.g. subject-based learning

Linguistic & Cognitive needs

- Increased complexity of vocabulary & grammar items
- More reading & writing tasks
- Different homework demands
- Varied assessments methods

School-based Strategies

*****

Highlights from school cases

*****

School Level

Student-friendly Environment for better adaptation

Parent-school collaboration through orientation, talks on learning & assessment issues

Subject Level

Nurture positive values
- Promote positive whole-person development

Create print-rich environment
- Increase students' exposure to English

Vary modes of assessment
- Avoid heavy reliance on summative assessment
- Promote peer & self-assessment

Promote SDL
- Engaging students in their own learning process

Expand vocabulary
- Build a good foundation for English language learning

Teach phonics skills explicitly
- Give help on spelling and pronunciation through systematic phonics instruction

Conduct speaking activities
- Build up students' confidence in using English

Issues and strategies

Interface	Key Stage 1 to Key Stage 2

Issues & Challenges

Affective Needs

- ◆ Can be an emotional time
- ◆ Higher awareness of themselves and their needs in relation to others

Linguistic & Cognitive needs

- ◆ More complex grammar, vocabulary, language and thinking skills
- ◆ Expected to take greater ownership of learning
- ◆ Wider exposure to print and non-print texts

School-based Strategies

*****

Highlights from school cases

*****

School Level

Promote cross-curricular collaboration
- ◆ Increase students' knowledge base and interest in inquiry learning

Foster personal development
- ◆ Promote positive self-image, values and attitudes

Subject Level

Promote integrative use of language
- ◆ Enable students to cope with more advanced and authentic use of language

Cover more advanced knowledge and skills
- ◆ Help students deal with tasks requiring HOT and analytical skills

Expose students to different text types and multimodal texts
- ◆ Develop students into proficient readers and broaden their knowledge base

Vary learning modes
- ◆ Give students room to discover knowledge by themselves

Address values-laden issues
- ◆ Deepen students' self-understanding in relation to others and build their self-esteem

Run-down

Time	Programme
1:45 – 2:00	Registration
2:00 – 2:20	Introduction
2:20 – 3:05	Interface between kindergarten and KS1 - Boosting students' motivation and confidence in English learning
3:05 – 3:30	Interface between KS1 and KS2 - Preparing students to cope with the increasing complexities in English and cross-curricular learning (Part 1)
3:30 – 3:45	Break
3:45 – 4:30	Interface between KS1 and KS2 - Preparing students to cope with the increasing complexities in English and cross-curricular learning (Part 2)
4:30 – 4:45	Concluding remarks

Acknowledgements

Contributing schools

Shap Pak Heung Rural Committee Kung Yik She Primary School

Ma On Shan Ling Liang Primary School

The Church of Christ in China Chuen Yuen Second Primary School

St. Mary's Canossian School

The Hong Kong Chinese Women's Club Hioe Tjo Yoeng Primary School

Po Leung Kuk Dr. Jimmy Wong Chi-Ho (Tin Sum Valley) Primary School